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ABSTRACT

The report assesses three Adult Basic Education Institutes (one in reading, one in materials, and one in guidance and counseling) and an ABE Supervisors' Conference held in Tennessee during the summer of 1973. Academic credit was given to those of the approximately 30 participants of each Institute who successfully completed the session. Each Institute served as a teacher-training session while the Supervisors' Conference considered administrative matters and familiarized the supervisors with Institute objectives. The Institutes and the Conference were evaluated on the following items: profiles of participants, physical facilities, objectives, program, and overall rating. Both were successful endeavors, and participants felt similar institutes and conferences should be held. Topics were submitted as suggestions for future meetings. (The appendixes contain the program for each Institute and the Conference and a sample evaluation instrument.) (AG)

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THE SUMMER OF 73

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AN ASSESSMENT OF THE ADULT BASIC EDUCATION INSTITUTES AND SUPERVISORS' CONFERENCE IN TENNESSEE, 1973

NOVEMBER, 1973
MEMPHIS STATE UNIVERSITY
MEMPHIS, TENNESSEE

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CHAPTER I

INTRODUCTION

Background

The 1973-74 Adult Education Staff Development Plan for Tennessee consists of two phases, based on input from adult basic education (ABE) personnel across the State. Phase I consists of the formulation, implementation, and evaluation of three two-week, credit Institutes and a Supervisors' Conference during the Summer of 1973. Phase II involves the conducting of regional in-service sessions across the State during 1973-74 to disseminate the information the Institute participants learned to the remainder of the Tennessee's ABE personnel.

Phase I will have been concluded with the publication of this evaluative study. The salient points of the implementation of Phase I were as follows:

1. An ABE Materials and Teaching Institute was conducted at Memphis State University, June 18-29, 1973; an ABE Reading Institute was conducted at the University of Tennessee, July 9-20, 1973; an ABE Guidance and Counseling Institute was conducted at Tennessee State University, July 16-27, 1973; and an ABE Supervisors' Conference was conducted at Memphis State University, August 1-3, 1973.

2. Each of the Institutes consisted of approximately thirty participants from the various regions of the State, and academic credit was given to those successfully completing each institute.

3. Each Institute served as a teacher-training session with the participants to be used for further dissemination of knowledge in local workshops across the State during 1973-74.

4. The Supervisors' Conference was conducted for all the ABE Supervisors across the State. Its basic purpose was to consider administrative concerns and acquaint the Supervisors with what transpired in the Institutes so that they would have some knowledge of the resources available to them as they conducted local in-service sessions or encountered educational problems.

Evaluation Design

As the Institutes were conducted and concluded, the responsibility for ascertaining the gain in knowledge, based on behavioral objectives, on the part of the participants fell to the Institute Directors, as they were responsible for assignment of grades. Consequently, this document was confined to presenting evidence of the overall effectiveness of the Institutes and Supervisors' Conference attitudinally.

The participants attending the three Institutes and the Supervisors' Conference comprised the subjects for this study. The selection of these participants was the responsibility of the State Department of Education.

The instruments used to collect data consisted of a questionnaire developed by the writers and an evaluation scale developed by Russell Kropp and Coolie Verner.[1] The questionnaire was designed to acquire demographic data and the reactions of the participants to the various aspects of the Institutes. The Kropp-Verner Scale, a widely used and valid instrument according to its authors, consists of twenty items arranged in rank order of value, with item number one being the best that could be checked, item number two, the second best, and so on, with item number twenty, the least favorable. In the administration of the instruments, every possible effort was made to encourage blunt honesty.

Only arithmetical means and percentages were utilized since it

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[1]Russell Kropp and Coolie Verner, "An Attitude Scale Technique for Evaluating Meetings," Adult Education, Volume VII, No. 4 (Summer, 1957), pp. 212-215.

was not the intent of the study to formulate generalizations or test hypotheses that could be applied to a large population.

The discussion to follow will examine each of the Institutes and the Supervisors' Conference in some detail. Such facets as objectives, material covered, personnel used to facilitate learning, participants, and evaluation will be presented.

CHAPTER II

MATERIALS AND TEACHING

An ABE Materials and Teaching Institute was conducted at Memphis State University, June 18-29, 1973. It was under the direct supervision of Donnie Dutton, Professor and Director, Adult Education, Memphis State University, and Billy Glover, West Tennessee Supervisor of Adult Education, Tennessee State Department of Education.[2] Most of the following information relative to the Materials Institute, except for the evaluation, was taken from the syllabus developed for the participants attending the Institute.

Introduction

Adult basic education teachers are faced with the challenging task of helping adults improve their life style by assisting them in the development of previously undeveloped educational skills. Based on information gathered from ABE personnel across the State at regional workshops last year and/or information given to the State Regional Supervisors, two of the main problems identified were: (1) the selection and/or development of suitable materials for adult clientele; and (2) the selection of proper teaching techniques in various subject matter areas. Therefore, the objectives of the Institute were for the participants to develop the ability to:

1. Evaluate commercial instructional materials based upon recognized accepted principles of material evaluation.

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[2]All of the Institutes were conducted under the supervision of Mr. Charles Kerr, Coordinator of Adult Education, State Department of Education, Nashville, Tennessee, and his assistance is hereby acknowledged.

2. Develop materials suitable for use in local ABE classrooms.

3. Use the commercial newspaper in the ABE classroom.

4. Use appropriate teaching techniques in the areas of reading, mathematics, and social studies.

5. Assist in the conducting of similar local workshops, on a limited scale, whenever scheduled for their geographical area.

Learning Experiences and Staff

To facilitate the above objectives, lectures were delivered by consultants, small learning groups were formed, and commercial materials were on display for the participants' convenience. Adequate time was available to provide for feedback from the participants.

In addition to Dutton and Glover, the following persons were utilized in the instructional process:

1. Roger Carson
   West Tennessee Regional Director
   Tennessee Lung Association
   Memphis, Tennessee

2. Calvin Dickinson
   Tennessee Technological University
   Cookeville, Tennessee

3. David DuBose
   Lambuth College
   Jackson, Tennessee

4. William Fisher
   East Tennessee State University
   Johnson City, Tennessee

5. Carol Geeslin, Consultant
   Geeslin Associates
   Atlanta, Georgia

6. Robert Geeslin, Director
   Geeslin Associates
   Atlanta, Georgia

7. Barbara Gilmer
   University of Tennessee
   Nashville, Tennessee

8. Crawford Lindsay
   Tennessee State University
   Nashville, Tennessee

9. Hazel Parker, Supervisor
   Adult Learning Center
   Memphis City Schools
   Memphis, Tennessee

10. H. F. Patterson
    Professor of Business Education and Office Management
    Memphis State University
    Memphis, Tennessee

11. Tom Rakes
    Assistant Professor
    Elementary Education
    Memphis State University
    Memphis, Tennessee

12. John Richardson
Acting President
Memphis State University
Memphis, Tennessee

13. Jo Sullivan
University of Tennessee
Nashville, Tennessee

14. Ron Thomas
Director of Marketing
Adult and Continuing Education
Cambridge Book Company
New York, New York

15. Don Tubbs
Instructional Consultant
Social Studies and Art
Memphis City Schools
Memphis, Tennessee

16. Ron Weir
East Tennessee State Universit
Johnson City, Tennessee

Participants

The following persons attended the ABE Materials Institute held at Memphis State University:

1. Robert Ammons, Jr.
1337 Haywood Street
Memphis, TN 38127

2. Mrs. Elinor Andrews
D-3 Maple Hills
Clarksville, TN 37040

3. Mrs. Eva Barnett
8729 Green Hill Road
Millington, TN. 38053

4. Richard L. Bishop
1430 Virginia Street
Bolivar, TN 38008

5. Alene Boyd
847 Alice Avenue
Memphis, TN 38106

6. Arlene Brewer
105 Hillside Road
Oak Ridge, TN 37763

7. Mrs. Bennether Brown
Rt. 3 Box 122
Somerville, TN 38068

8. Sylvia Brooks
11230 Hwy. 64
Arlington, TN 38002

9. Mary Margaret Butler
722 Minor Street
Murfreesboro, TN 37130

10. Wallace Goins
Route #4
LaFollete, TN 37766

11. Jerry Graham
Morningside Dr.
Selmer, TN 38375

12. Mrs. Hazel Hall
651 W. Pace Street
Gallatin, TN 37066

13. Sonya Hall
700 Long View Apt. C
Knoxville, TN 37919

14. Nelda Harrell
P. O. Box 11306
1804 Tanager Lane
Knoxville, TN 37191

15. Ernest Johnson
2499 Bridgeport Drive
Memphis, TN 38114

16. Ervin Johnson
2420 Johanna Drive
Memphis, TN 38114

17. Yvonne Strickland Johnson
4585 Wampum Avenue
Millington, TN 38053

18. James Jones
1397 Castalia
Memphis, TN 38114

19. Joyce Lacy
1437 Central, Apt. 1014
Memphis, TN 38104

20. Ann Ligon
Box 435
Gallatin, TN 37066

21. Glenda Long
2337 Highland, Apt. 34
Knoxville, TN 37916

22. Don Meacham
Ft. Pillow State Farms
Henning, TN. 38041

23. Mr. Fred Morrison
Whitwell, TN 37397

24. Lois Norton
Bethel Springs, TN 38315

25. Mrs. Lynda Smith
2814 Belcourt Avenue
Nashville, TN 37215

26. David Strong
Ft. Pillow State Farms
Henning, TN 38041

27. Mr. Robert Williams
2914 McNary Lane
Nashville, TN 37204

28. Max Wright
Box 123-1
Heiskell, TN 37754

Evaluation

This section will be devoted to presenting the results of the evaluation item by item. Interpretation of the data is left to the reader. The section will be divided into the following areas:

1. Profile of the participants.
2. Physical facilities.
3. Objectives.
4. Program.
5. Strengths.
6. Weaknesses.
7. Overall rating.

Profile of Participants

Relative to the profile of the participants attending the Materials Institute, it was found that:

1. The majority were females (57.1 per cent).
2. The majority were 35 years of age or older (60.7 per cent).
3. The majority were white (60.7 per cent).
4. The majority possessed less than a master's degree (57.1 per cent).
5. The majority possessed less than 3 years' experience in ABE (64.2 per cent).
6. The majority possessed from 2 to 10 years' teaching experience in public schools other than ABE (53.6 per cent)

Physical Facilities

Following is a list of the statements provided relative to the physical facilities, with comments listed under each statement made by the participants and the rating of each:[3]

1. Adequate space was provided for large group meetings. 4.5

   Comments:

   (a) We needed to regroup in small learning teams the second week.

2. Adequate space was provided for small group meetings. 4.6

   Comments: None

---

[3]The ratings were based on the following scale:

5=Strongly agree
4=Agree
3=Undecided
2=Disagree
1=Strongly disagree

Objectives

Following is a list of the statements provided relative to the objectives, followed by the rating of each and comments made by the participants:[4]

1. The objectives of the Institute were relevant to the needs of the participants. 4.5

   Comments:

   (a) Very good program.

2. The objectives of the Institute were clearly defined to the participants. 4.5

   Comments:

   (a) Each of us came seeking different information.

3. The participants had an opportunity to contribute to the development of the content of the Institute. 4.3

   Comments:

   (a) Part of it was set before we were asked to attend.

4. Adequate time was available for the objectives to be realized. 4.2

   Comments:

   (a) This should be extended through six to eight weeks in order to include more materials.

Program

Following is a list of the statements provided relative to the program, followed by the rating of each and comments made by the

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[4]The ratings were based on the same scale as in Footnote 3.

participants:[5]

1. The content of the Institute was relevant to my needs. 4.4

   Comments:

   (a) I found some information that I have needed a long time.

2. The program of the Institute was in line with stated objectives of the Institute. 4.4

   Comments: None.

3. Adequate lines of communication were established between staff and participants. 4.4

   Comments:

   (a) Always available.

4. The content of the Institute was such that it answered questions that concerned me relative to my job. 4.4

   Comments: None.

5. As a result of the Institute, I feel that I will now be better able to perform my job more satisfactorily. 4.6

   Comments: None.

Strengths

The following strengths were listed by the participants attending the Materials Institute:

1. The resource people who gave of their knowledge and experience.
2. I feel that the program of the Institute was in line with the stated objectives.
3. It helped me to teach more effectively.
4. It gave me a chance to compare my work with other people.
5. It gave me a secure feeling that I was doing the right thing in my teaching.

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[5]The ratings were based on the same scale as in Footnote 3.

6. The areas of ABE were well covered.
7. Activities presented by the Geeslins and Tom Rakes.
8. Learning lab.
9. The content of the Institute was relevant to my needs.
10. The Institute was very well-planned.
11. The speakers were very good.
12. The workshop has given me a good background in the ABE Education.
13. The Institute was organized and planned exceptionally well.
14. The objectives of the Institute were spelled out, and they were accomplished.
15. Many of the speakers during the second week were very well prepared.
16. Excellent consultants and good planning.
17. Small group sessions were generally good.
18. Good speakers.
19. Excellent content.
20. The subject matter was that which we teach, and ideas, activities, and materials were provided to help us fulfill our students needs much more adequately than before.
21. The personality and ability of the speakers and the administrators which kept the institute lively, interesting and relevant.
22. The Geeslins, Rakes and Dutton.
23. The line of communication between Dutton and participants was held open at all times.
24. The Geeslins.
25. Administration.

26. The greatest strengths of the Institute were EVERYTHING, except the consumer education program. A lot of care went into the selection of speakers and the overall planning, and this was very obvious because it was relevant and well-run.

27. The instructors were versed and learned; most of them made all phases of the Institute a tremendous and interesting situation

28. Participation by us as students.

29. Curriculum development.

30 Consumer education.

31. The Geeslins.

32. Participants were able to fully explore answers to their needs.

33. The curriculum was flexible enough to meet the needs of individuals.

34. The participants seemed to enjoy working together.

35. Qualifications and performances of staff.

36. Topics covered.

37. Enthusiasm of staff.

38. Attention given to practical aspects of ABE.

39. Speakers and hand-out materials.

Weaknesses

The following weaknesses were listed by the participants attending the Materials Institute:

1. Fither the slowness of the interesting people or the fast passing of the time when they were presenting the materials.

2. I feel that we should have had more black consultants.

3. You should have had more black speakers.

4. The hours were too long.

5. There was not enough time allowed for group participation.

6. It is difficult to avoid sitting still so-oo long.

7. Too much time was wasted; for instance, breaks and discussion periods were too long, and we were too late getting out.

8. The working hours were a little long.

9. The time was a little too long each day.

10. Week number one; these speakers were given entirely too much time.

11. Some of the material presented the first week was too intense. Needed more time to adjust.

12. The consumer education section was very weak.

13. Subject matter of great interest but presentation needs a lot of improvement.

14. Monday and Tuesday of the second week.

15. The consumer education part of the program; this was the only disappointing part.

16. New policies and/or guidelines for future and present programs.

17. Mr. Kerr did not discuss program policy or reinforcements.

18. The consumer education group.

Overall Rating

In assessing the overall effectiveness of the Materials Institute, two measures were used. The first of these was the participants' reaction to the statement: My overall rating for the Institute is very high, high, medium, low, very low. The mean score given to this statement was 4.8 out of a maximum possible of five.[6]

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[6]The ratings were based on the following scale:

5=Very high
4=High
3=Medium
2=Low
1=Very low

The second assessment taken was the participants' reaction to the Institute as measured by the Kropp-Verner Scale. The ratings of the participants were analyzed, and the obtained weighted mean, according to values on the Kropp-Verner Scale, was 3.06. The most positive score possible is 1.13, and the most negative is 10.89. A mean rating of 3.06 placed the overall rating between items four and five on the scale, which means that there were sixteen less favorable items below the mean rating but only four more favorable ones above.

CHAPTER III

READING

An ABE Reading Institute was conducted at the University of Tennessee, July 9-20, 1973. It was under the direct supervision of John Peters, Associate Professor, Department of Continuing and Higher Education, University of Tennessee, and Charles Bates, East Tennessee Supervisor of Adult Education, Tennessee State Department of Education. Most of the following information relative to the Reading Institute, except for the evaluation, was taken from the syllabus developed for the participants attending the Institute.

Introduction

Adult basic education teachers are faced with the responsibility of teaching adults who lack sufficient reading skills to cope with society's demands. Reading is not only a singular topic meriting attention as a subject to be taught in adult basic education (ABE), but is also related to other subject areas within the ABE curriculum. If reading lies at the heart of the total ABE curriculum, it stands to reason that its principles and methodology should be mastered by ABE teachers and related to the mastery of all other curriculum content areas.

A large number of ABE teachers are experienced in teaching reading and have succeeded in teaching children to read. However, few have received sufficient training in teaching reading to adults. Moreover, most have not received refresher training for skills earlier developed in their professional education. Finally, little emphasis has

been placed on integrating the teaching of reading with other subject matter to be taught in the ABE curriculum. It is for these reasons that the overall objectives of the Adult Basic Education Reading Institute were for the participants to:

1. Increase their understanding of the subject of reading as related to word attack and comprehension skills.
2. Develop skills in diagnosing reading difficulties and placing students in reading programs.
3. Increase their competency in the selection and evaluation of reading materials.
4. Develop their ability to incorporate reading skills into other curriculum areas in adult basic education.

Learning Experience and Staff

To facilitate the above objectives, lectures were presented by consultants, and small learning groups were formed. There was adequate time designed into the structure of the Institute to provide for feedback from the participants.

In addition to Peters and Bates, the following persons were utilized in the instructional process:

1. Jerry Barker
   ABE Teacher
   Knox County
   Knoxville, Tennessee
2. Leonard Breen
   Assistant Professor of Education
   Director of Reading Center
   University of Tennessee
   Knoxville, Tennessee
3. Charles A. Chance
   Assistant Professor
   Curriculum and Instruction
   University of Tennessee
   Knoxville, Tennessee
4. Bill Fisher
   East Tennessee State University
   Johnson City, Tennessee
5. Robert K. Leigh
   Professor of Education
   University of Alabama
   Tuscaloosa, Alabama
6. Bill J. Radcliff
   Assistant Professor
   Business and Distributive Education
   University of Tennessee
   Knoxville, Tennessee

7. Tom Rakes
Assistant Professor of Education
Reading Center
Memphis State University
Memphis, Tennessee

8. Ron Weir
East Tennessee State University
Johnson City, Tennessee

In addition, the following persons were used as group leaders:

1. Johnnie Littlefield
ABE Teacher and Supervisor
Lenoir City, Tennessee

2. Marilyn Lamale
ABE Teacher
Oak Ridge, Tennessee

3. Thelma Brown
ABE Teacher
Alcoa, Tennessee

Participants

The following persons attended the ABE Reading Institute at the University of Tennessee:

1. Elinor Andrews
D-3, Maple Hills
Clarksville, TN 37040

2. Sue Barker
602 Goldfinch
Knoxville, TN 37920

3. Jerry Boyd
Barcelone Apt. 13
Nashville, TN 37215

4. Barbara Brown
K-9, 301 Woodlawn Pike
Knoxville, TN 37920

5. Thelma Brown
160 Fulton Street
Alcoa, TN 37701

6. Barbara Bullock
A, 1713 Ocoee Street
Chattanooga, TN 37416

7. Susie Burke
4803 Remezet
Chattanooga, TN 37416

8. Diane Bushore
E-8, 3700 Sutherland Ave.
Knoxville, TN 37919

9. Billy Paul Carneal
204 Bluegrass Drive
Springfield, TN 37172

10. Robert Chick
3707 Whitland Avenue
Nashville, TN 37215

11. Aleeta P. Christian
411 E. Molyneux
Rockwood, TN 37854

12. Anne Deaton
1312 Avonmouth Drive
Knoxville, TN 37919

13. William Deming
612 Campbell St.
Jackson, TN 38301

14. James Drummond
4977 Lynbar
Memphis, TN 38117

15. Helen Fulks
P. O. Box 321
Rockwood, TN 37854

16. Carolyn Inabinet
141 Taliwa Court
Knoxville, TN 37920

17. Marilyn Lamale
113 Indian Lane
Oak Ridge, TN 37830

18. Johnnie Littlefield
501 W. 3rd Avenue
Lenoir City, TN 37771

19. Lorraine Livingston
Box 131
Mohawk, TN 37810

20. Francis Looney
Route 1
Sparta, TN 38583

21. Wanda Marshall
400 Chestnut Street
Chattanooga, TN 37402

22. Agnus McCay
Box 83
Copperhill, TN 37317

23. Leon Nelson
165 Lone Oak Cove
Memphis, TN 38109

24. William Pride
1713 Citico Avenue
Chattanooga, TN 37404

25. Charlotte Sellers
2145 Shearondale Dr.
Nashville, TN 37215

26. Anne Shedd
Cowan, TN 37318

27. Gary Simpson
Box 322
Englewood, TN 37329

28. Marie Sullivan
5499 Airline
Arlington, TN 38002

29. Lula M. Tupper
Route 5
Clinton, TN 37716

30. Gladys Voiles
P. O. Box 172
Lenoir City, TN 37771

31. Annie Bell Ware
1461 Stevenson
Memphis, TN 38106

32. E. C. Wattenbarger
Route 1
Wartburg, TN 37887

33. Alma Yard
4700 Santala Drive
Knoxville, TN 37919

Evaluation

This section will be devoted to presenting the results of the evaluation item by item. Interpretation of the data is left to the reader. The section will be divided into the following areas:

1. Profile of the participants.

2. Physical facilities.
3. Objectives.
4. Program.
5. Strengths.
6. Weaknesses.
7. Overall rating

Profile of Participants

Relative to the profile of the participants attending the Reading Institute, it was found that:

1. The majority were females (78.6 per cent).
2. The majority were 35 years of age or older (67.9 per cent).
3. The majority were white (74.1 per cent).
4. The majority possessed less than a master's degree (71.5 per cent).
5. The majority possessed less than 4 years' experience in ABE (60.7 per cent).
6. The majority possessed more than 2 years' teaching experience in the public schools other than ABE (82.1 per cent).

Physical Facilities

Following is a list of the statements provided relative to the physical facilities, followed by the rating of each and comments made by the participants.[7]

---

[7]The ratings were based on the following scale:

5=Stongly agree
4=Agree
3=Undecided
2=Disagree
1=Strongly disagree

1. Adequate space was provided for large group meetings 4.3

   Comments:

   (a) Everything was very good.

   (b) Little crowded for large group.

   (c) Very much.

2. Adequate space was provided for small group meetings. 4.2

   Comments:

   (a) Group leader was very much an asset.

   (b) Could have been better as to physical facilities, such as table and chairs.

Objectives

Following is a list of the statements provided relative to the objectives, followed by the rating of each and comments made by the participants.[8]

1. The objectives of the Institute were relevant to the needs of the participants. 4.5

   Comments: None.

2. The objectives of the Institute were clearly defined to the participants. 4.5

   Comments: None.

3. The participants had an opportunity to contribute to the development of the content of the institute. 3.9

   Comments:

   (a) Could have had more opportunities.

   (b) But in this case, it would not have been appropriate.

---

[8]The ratings were based on the same scale as in Footnote 7.

4. Adequate time was available for the objectives to be realized. 4.0

Comments:

(a) Some time could have been saved by certain speakers and made allowances for more group participation

(b) More time allotted for group work.

(c) Could have lasted four weeks.

Program

Following is a list ot the statements provided relative to the program, followed by the rating of each and comments made by the participants:[9]

1. The content of the Institute was relevant to my needs. 4.4

Comments:

(a) Especially Dr. Chance's lecture.

(b) I sincerely appreciate this opportunity!

(c) For most cases.

(d) Somewhat.

2. The program of the Institute was in line with stated objectives of the Institute. 4.4

Comments: None.

3. Adequate lines of communication were established between staff and participants. 4.6

Comments:

(a) Sometimes a little blah!

(b) The leaders went to great efforts to bring this about very well.

---

[9]The ratings were based on the same scale as in Footnote 7.

4. The content of the Institute was such that it answered questions that concerned me relative to my job. 4.4

   Comments:

   (a) Could have been more specific.

5. As a result of the Institute, I feel that I will now be better able to perform my job more satisfactorily. 4.6

   Comments: None.

Strengths

The following strengths were listed by the participants attending the Reading Institute:

1. Organization by Mrs. Harrell.
2. Materials furnished.
3. The consultants were great.
4. The Directors and Co-Directors were on the ball; they were wonderful and did a great job.
5. Dr. Breen's presentations.
6. Consumer education.
7. The Institute was very well organized.
8. Closeness; group work.
9. The concepts and objectives pursued by Dr. Brren and Dr. Chance.
10. Large amounts of good materials to use.
11. Kindness of Nelda.
12. Communication.
13. Sharing of experiences and the excellent directors.
14. Well organized objectives clearly stated and carried out.
15. As a whole, the consultants were excellent and the topics most relevant to my needs.

16. The work of the staff in providing the needs to the participants.

17. Group participations, fantastic speakers, and instructions.

18. Helping a teacher to have a more secure feeling in teaching of adults--great ideas in teaching.

19. Group cohesion.

20. Freedom to exchange ideas.

21. Relaxed and informal atmosphere.

22. Fantastic speakers--Breen, Chance,Leigh--a variety of attidues and theories given by speakers--felt I was seeing more than one point of view.

23. The organization of the Institute and the outstanding consultants.

24. Emphasis in reading,with more than one opinion; informality, authoritative personnel, visiting the learning lab.

25. Well organized and met needs of group.

26. Reading ideas, new and old, will help me in the future.

27. The congenial atmosphere that prevailed among the participants and between the participants and guest lecturers--because of this as much was learned informally as formally.

28. The consultants' presentations.

29. The cooperation of the participants.

30. The amount of materials covered.

31. The great learning experiences.

32. Wide range of information and the presentation.

33. The materials given to participants.

34. The leaders were enthusiastic.

35. Excellent consultants, with opportunity for interaction from participants.

36. Practical materials given.

37. The very practical ideas that could be used and resources for materials as well as the material received.

38. The greatest overall strengths of this Institute were gratified participants who came in and shared their knowledge with us in various areas on how to better prepare ourselves to teach the adult learner.

39. Planning.

40. Excellent leadership, good program planning.

Weaknesses

The following weaknesses were listed by the participants attending the Reading Institute:

1. Too much "sitting."

2. Not enough time with group leaders.

3. I feel three weeks would have been better.

4. Too little time for "participants to participate."

5. Too much in such a short time.

6. None of significance.

7. None.

8. Sometimes instructions or objectives were "jumbled."

9. Generalizations not followed through to specifics.

10. Not enough time for flexible group activities.

11. Small groups; would like to have an opportunity to select the group I'm in.

12. The Institute could have been three weeks instead of two.

13. The workshop groups were sometimes stagnant and perhaps should have been more flexible; needed more time to spend in learning lab and more specific information on materials.

14. Perhaps lack of time in some cases.

15. The first mornings program on consumer education.

16. Poor visual aids were used with the overhead projector; in many cases we couldn't read or distinguish the materials.

17. None.

18. Limitations of time for the speakers.

19. Some a little too theoretical.

20. More time in the Adult Learning Center.

21. There was really no real weakness of this particular workshop. I think it was one of the best workshops I have attended.

22. I feel it was a great learning experience.

23. Hard seats.

Overall Rating

In assessing the overall effectiveness of the Reading Institute, two measures were used. The first of these was the participants' reaction to the statement: My overall rating for the Institute is very high, high, medium, low, very low. The mean score given to this statement was 4.7 out of a maximum possible of five.

The second assessment taken was the participants' reaction to the Institute as measured by the Kropp-Verner Scale. The ratings of the participants were analyzed, and the obtained weighted mean, according to values on the Kropp-Verner Scales, was 3.15. The most positive score possible is 1.13, and the most negative value is 10.89. A mean rating of 3.15 placed the overall rating between items four and five on the scale, which means that there were sixteen less favorable items below the mean rating but only four more favorable ones above it.

The ratings were based on the following scale:

5=Very high
4=High
3=Medium
2=Low
1=Very low

CHAPTER IV

GUIDANCE AND COUNSELING

The ABE Guidance and Counseling Institute was conducted at Tennessee State University, July 16-27, 1973. It was under the direct supervision of Toni Powell, Assistant Professor of Adult Education, Tennessee State University, and Luke Easter and Charles Holt, Middle Tennessee Supervisors of Adult Education, Tennessee State Department of Education. The predominance of the information presented in this section, except for the evaluation, was obtained from the syllabus developed for the participants attending the Institute.

Introduction

The importance of guidance and counseling for adults is an all too old acknowledged premise among adult educators; however, this antiquated recognition of the need has seldom led to the providing of adult students with the necessary guidance needed.

The average ABE administrator, supervisor, or teacher has a sincere desire to help the educationally disadvantaged students achieve; however, despite his intentions, often, he does not relate effectively to his students. Much of the ineffectiveness can be traced to responses made unconsciously, rather than consciously; consequently, he is often totally unaware of the effect his behavior is having on his students.

Before guidance and counseling can become a meaningful experience, the needs and problems of the adult student must be identified. Also included in this grid to effective guidance is the importance of the teacher becoming aware of his own attitudes, stereotypes, and

feelings about adult students; realizing the effect these attitudes are having on his students; and attempting to deal, openly and frankly, with any attitudes he has which appear to interfere with meeting his students' needs.

The following appear to be some issues that need to be examined by the participants in the workshop:

1. Lack of understanding about the learning power of the adult student seems to be very prevalent among teachers. "You can't teach an old dog new tricks" is one of the most common ignorances expressed. The adult can learn equal to or better than the child, mainly due to his practical experiences, ability to think, his high level of common sense, urgent reason to learn, greater self-control, and use of his resources to a greater extent.

2. Lack of confidence in themselves in the educational setting is a problem for many adults. With society placing a stigma on the aging process, adults may have assumed their learning days were nearly over once they reached thirty-five. Extreme caution must be taken to assure the individual that the academic atmosphere does not contain the threats he so clearly remembers from his earlier years.

3. Today, poverty is seen as a stigma because a cure now exists for it--education; therefore, any man can raise his standard in life "if he wants to." The disadvantaged have tried to get an education and have either failed or been rejected by an educational system to which they cannot conform, through no fault of their own.

4. Memories are sometimes dangerous. The school room can mean punishment and failure to someone who remembers it in that way. A counselor or teacher in the adult learning situation often has the responsibility to aid the student in overcoming a negatively based memory.

5. The successful counselor is one who places emphasis on the student--his hopes, his goals, his dreams, and his potential; consequently, he never loses sight of the fact that his students are adults.

The needs above seem to dictate the following objectives:

1. To aid the participants in gaining insights into the ABE teacher-student relationship and the various and different ways teachers and students may perceive the relationship.

2. To assist the adult education teacher in developing greater empathy for the ABE student and his needs.

3. To assist the participants in analyzing existing ABE programs and counseling practices in light of their greater understanding of ABE students' needs and problems.

Learning Experiences and Staff

To facilitate the above objectives, lectures were conducted by consultants and small learning groups were formed. There was adequate time designed into the structure of the Institute to provide for feedback from the participants.

In addition to Powell, Easter, and Holt, the following persons were utilized in the instructional process:

1. Leonard Breen
   Director, Reading Center
   University of Tennessee
   Knoxville, Tennessee

2. Glenn Bushey
   Director of Continuing Education
   University of Tennessee at Chattanooga
   Chattanooga, Tennessee

3. Barbara Gilmer
   Project Director
   Consumer Education
   University of Tennessee at Nashville
   Nashville, Tennessee

4. Gerald C. Hanberry
   Assistant Director
   Staff Development
   Conferences and Institute
   University of Maryland
   College Park, Maryland

5. Kenneth Smith
   Department of School Psychology
   Peabody College
   Nashville, Tennessee

6. David Steward
   Director, Counseling Center
   Fisk University
   Nashville, Tennessee

7. Don Tubbs
   Consultant in Social Studies
   Memphis City Schools
   Memphis, Tennessee

Participants

The following persons attended the ABE Guidance and Counseling

Institute held at Tennessee State University:

1. George Alsobrooks
   Box 94A-Route 2
   Erin, TN 37061

2. John Carroll
   410, 6th Street
   Lawrenceburg, TN 38464

3. Mrs. Eddie Clemons
   29 LaBelle Street
   Jackson, TN 38301

4. Bob Colston
   Route #2
   Whitewell, TN 37397

5. Malissa Cruthcher
   617 Pierpoint Dr.
   Nashville, TN 37207

6. James Currie
   1003 Battlefield Drive
   Nashville, TN 37204

7. Linda DeWine
   5201 Oak Ridge Avenue
   Knoxville, TN 37921

8. Joyce Garton
   4837 Corning Drive
   Nashville, TN 37204

9. Dianne Hall
   4896 Chandler Road
   Hermitage, TN 37076

10. John Helvey
    4001 Whitlow Avenue
    Knoxville, TN 37919

11. Charles Hemphill
    4026 Boyd Drive
    Nashville, TN 37218

12. Carol Horn
    812 Nella Drive
    Goodlettsville, TN 37073

13. Edith Hurt
    2921 N. Radford Road
    Memphis, TN 38114

14. Thelma Johnson
    2524 Garner Lane
    Nashville, TN 37307

15. Cathryn Hey
    1712 Ocoee Street
    Chattanooga, TN 37406

16. Gladys Lawrence
    Box 12492
    Nashville, TN

17. Gloria Logan
    101 Cedar Hill Drive
    Waverly, TN 37185

18. Roland McElrath
    Box 24
    Camden, TN 38320

19. Howard Murrill
    Woodland Drive
    Lenoir City, TN 37171

20. Juanita Randolph
    854 Rodney Drive
    Nashville, TN 37205

21. Juanita Ransom
    Route 2, Box 242
    Somerville, TN 38068

22. Carlton Robbins
    404 Via Drive
    Clarksville, TN 37040

23. Pauline See
    Route 7
    Lebanon, TN 37087

24. Shira Shaw
    6, 1056 College
    Memphis, TN 38106

25. Ruby Spear
410, 6th Street
Memphis, TN 38114

26. Iola Vaught
1811 Kingsview Drive
Memphis, TN 38114

27. John Vukelich
607 Woodette Road
Nashville, TN 37211

28. Joe Waggoner
724 Fair Street
Franklin, TN 37064

29. Anna Webb
168, 6th Avenue, N.
Huntingdon, TN 38344

30. Hattie Wynn
271 South 7th Street
Selmer, TN 38375

31. Melvin Yother
Box 4912
Chattanooga, TN 37405

Evaluation

The results of the evaluation, item by item, will be presented in this section. Interpretation of the data is left to the reader. The section will be divided into the following areas:

1. Profile of the participants.
2. Physical facilities.
3. Objectives.
4. Program.
5. Strengths.
6. Weaknesses.
7. Overall rating.

Profile of Participants

Relative to the profile of the participants attending the Guidance and Counseling Institute, it was found that:

1. The majority were females (61.3 per cent).
2. The majority were 35 years of age or older (74.2 per cent).
3. The majority were white (54.8 per cent).

4. The majority possessed a master's degree (54.8 per cent).

5. The majority possessed more than 3 academic years' experience in ABE (51.6 per cent).

6. Fifty-eight per cent possessed more than 10 years' experience in ABE, with 35.5 per cent having 2-10 years' experience and 6.5 per cent having less than 2 years' experience.

Physical Facilities

Following is a list of the statements provided in the questionnaire relative to the physical facilities, followed by the rating of each and comments made by the participants:[11]

1. Adequate space was provided for large group meetings. 4.2

   Comments:

   (a) Nice facilities.

   (b) A large comfortable room.

   (c) Air conditioning too cold, chairs too hard.

   (d) Enjoyed the facilities.

   (e) More variety and comfort of facilities would have helped.

2. Adequate space was provided for small group meetings. 3.9

   Comments:

   (a) Could have been better if groups could have had assigned rooms to avoid distraction.

   (b) A little less than adequate.

   (c) Empty, available classrooms opened close to main meeting room.

   (d) Space was provided, but it took awhile for the group to close partitions, etc.

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[11] The ratings were based on the following scale:

5=Strongly agree
4=Agree
3=Undecided
2=Disagree
1=Strongly disagree

Objectives

Following is a list of the statements provided relative to the objectives, followed by the rating of each and comments made by the participants:[12]

1. The objectives of the Institute were relevant to the needs of the participants: 4.0

   Comments:

   (a) Some objectives of students were different due to having captive classes.

   (b) Partially.

2. The objectives of the Institute were clearly defined to the participants. 3.7

   Comments:

   (a) Not clear enough.

   (b) They were for me.

3. The participants had an opportunity to contribute to the development of the content of the Institute. 3.7

   Comments:

   (a) Somewhat.

   (b) With respect to papers to be sent at a later date.

4. Adequate time was available for the objectives to be realized. 3.9

   Comments:

   (a) Too much time on some objectives.

---

[12]The ratings were based on the same scale as in Footnote 11.

Program

Following is a list of the statements provided relative to the program, followed by the rating of each and comments made by the participants:[13]

1. The content of the Institute was relevant to my needs. 3.7

   Comments:

   (a) Some of it.

   (b) Counseling techniques would have also been a welcomed topic.

   (c) I wanted more on counseling.

   (d) "Zeroed in" on some problems I was having.

   (e) Partially.

2. The program of the Institute was in line with stated objectives of the Institute. 3.7

   Comments: None.

3. Adequate lines of communication were established between staff and participants. 3.9

   Comments:

   (a) If the State people are part of the staff, no.

   (b) This is one of the strong points.

   (c) This was only true with some of the consultants.

4. The content of the Institute was such that it answered questions that concerned me relative to my job. 3.7

   Comments:

   (a) In most instances.

   (b) A few.

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[13]The ratings were based on the same scale as in Footnote 11.

(c) Reading material especially relevant to my situation.

(d) Partially.

(e) Not equally in all areas.

5. As a result of the Institute, I feel that I will now be better able to perform my job more satisfactorily. 3.9

Comments:

(a) I believe I may be able to emphatically instruct my classes.

Strengths

The following strengths were listed by the participants attending the Guidance and Counseling Institute:

1. Large group instruction.
2. Large group interaction.
3. Learner group response.
4. Experiences.
5. It was well organized, and the topics and speakers were above average.
6. It was well planned.
7. You could feel free to ask questions.
8. It solved many problems for me.
9. Facilities on campus.
10. The number of consultants scheduled, which gave variety to the program.
11. There was a wide variety of consultants, each one having his own style and methods.
12. Communication among participants and staff.
13. Made aware of many important aspects.

14. Brought about a better understanding of self and our relationship with others.

15. Small group interaction.

16. The large group sessions.

17. Meeting people with similar interest.

18. Quality of people attending.

19. The lecture type presentation.

20. Freedom for participants to speak.

21. The atmosphere was most relaxing, and this encouraged a great deal of us to feel free to express our opinions.

22. Ample time given for discussion of topics.

23. The exchange of ideas between ABE teachers.

24. Methods used to instruct were varied.

25. The quality of instructors.

26. The well planned program.

27. The open line of communication between staff and participants.

28. Most of the consultants were superb.

29. Off to a good start.

30. Taking the time to look at the real you and getting acquainted with everybody.

31. Finding out about yourself.

32. Teaching reading in ABE and teaching social studies.

33. The resource persons.

34. Teaching social studies in ABE.

35. Consumer education.

36. Becoming more aware of my own feelings and needs and of my students feelings and needs.

37. Strengths and weaknesses lie in the consultants.

38. The consumer education group, Breen and Tubbs were the most effective--perhaps because their objectives were more tangible.

39. The part on consumer education.

40. Opportunities for small group discussions.

41. Implementing the objectives and then breaking into learning groups to discuss the objectives further.

42. Stewart's presentation of making the group feel relaxed and togetherness.

43. Presentation to group by Semons on consumer education.

44. Informality of presentations.

45. Group interactions.

46. Respect for others opinion.

47. Selection of consultants based on professionalism that cover both races--black and white.

48. The grouping where exchanges of ideas throughout Tennessee were brought out and the sensitivity training by Dave.

49. Realistic objectives.

50. Well planned to facilitate movement toward objectives.

51. Good interpersonal relationship.

52. Opportunities for individualization.

53. Development of self-awareness.

54. Specific information in some areas.

55. Getting to know other teachers in the field and from other parts of the state.

56. The informality allowed for much interpersonal reaction.

Weaknesses

The following weaknesses were listed by the participants

attending the Guidance and Counseling Institute:

1. Second day awareness ran out of gas.
2. Some constantly didn't seem to identify their objective clearly to learner group.
3. Some students' job types and other interests.
4. The afternoon sessions were too long.
5. More work needs to be done on choosing consultants.
6. There was not as much on guidance and counseling as expected; however, other areas covered were good.
7. There was not enough time for the consultant who discussed reading and placement.
8. Having to do part of the work after the institute was over.
9. Some of the information related to day class teaching and did not relate directly to ABE teaching.
10. Not enough time to exchange ideas and experiences.
11. Perhaps a little too structured.
12. The non-lecture type presentation.
13. The appearance of some of the speakers.
14. The language used to express views was distasteful.
15. Speakers not overly prepared.
16. No blacks were asked to lead.
17. Harshness of the language used by some of the speakers.
18. No black facilitators were selected.
19. More counseling techniques needed.
20. Not general enough to the main idea of the workshop, that of guidance and counseling.
21. Visitors to the group who broke the close knit feeling between participants with their interruptions.
22. Long-winded speakers and sore bottoms.

23. Some speakers were too "strong" in their comments.

24. Not enough interaction between the groups.

25. The lack of black leader for learning groups.

26. Group leadership (more experienced).

27. I feel that there should have been some black group facilitators.

28. I think entirely too much time was spent on the intangible objectives, such as understanding self and empathy.

29. The language of some of the consultants.

30. The lack of Black group leaders.

31. Vulgarity and being too common--"sitting on floors"; what are chairs for? "stocking feet"--professionalism still counts.

32. Lack of black leaders with more experience than those selected.

33. None, really.

34. First day lag.

35. Occasional slowed pace.

36. The use of time was not always structured for variety of activities.

37. The teachers input was minimal in planning.

38. Information and registration material were late arriving.

39. If teachers will be expected to lead in-service; training, then they weren't prepared.

Overall rating

In assessing the overall effectiveness of the Guidance and Counseling Institute, two measures were used. The first of these was the participants' reaction to the statement: My overall rating for the Institute is very high, high, medium, low, very low. The mean score given to this statement was 3.8 out of a maximum possible of

five.[14]

The second assessment taken was the participants' reaction to the Institute as measured by the Kropp-Verner Scale. The ratings of the participants were analyzed, and the obtained weighted mean, according to values on the Kropp-Verner Scale,was 3.85. The most positive score possible is 1.13, and the most negative value is 10.89. A mean rating of 3.85 placed the overall rating between items five and six on the scale, which means that there were fifteen less favorable items below the mean rating but only five more favorable ones above.

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[14]The rating was based on the following scale:

5=Very high
4=High
3=Medium
2=Low
1=Very low

CHAPTER V

ADULT BASIC EDUCATION SUPERVISORS' CONFERENCE

The Third Annual Supervisors' Conference for local ABE Supervisors was held at Memphis State University, August 1-3, 1973. The Conference was under the direct supervision of Donnie Dutton, Professor and Director of Adult Education, Memphis State University, and Billy Glover, Regional Supervisor, Adult Education, State Department of Education. Most of the following information, except for the evaluation, was taken from the syllabus developed for the supervisors attending the Conference.

Introduction

For several years, one of the primary concerns of ABE personnel in Tennessee has been that of professional development. Through the cooperation of local school systems, the State Department of Education, the Southern Regional Education Board, and participating universities, a staff development system was formulated and implemented in the State. As a result of this, a planning committee, consisting of local supervisors, State Department of Education Staff, and University personnel, convened to discuss the objectives of the Conference. After much effort, the committee felt that at the conclusion of the Conference, each local supervisor should possess an understanding of the:

1. Philosophy and goals of adult basic education.
2. Current status of adult basic education from a legislative viewpoint, including future legislative expectations.
3. Functions and responsibilities of local adult basic education supervisors.

4. Learning experiences that occurred in the three summer ABE Institutes.

5. Southern Regional Education Board's ABE Project.

6. Value of participating in adult education professional organizations.

7. Operation of the 1973-74 Tennessee ABE program.

Learning Experience and Staff

To facilitate the above objectives, learning experiences were planned, and considerable time was allotted for small group discussions. In addition to Dutton and Glover, the following persons were involved in providing instruction at the Conference:

1. Elinor Andrews
D-3 Maple Hills
Clarksville, TN.

2. Luther Black
Director of Adult Education
State Dept. of Education
Little Rock, Arkansas

3. Edward T. Brown
Director of ABE Project
Southern Regional Educ. Board
Atlanta, Georgia

4. Charles Cummings, Supervisor
Memphis Evening High School
272 N. Bellevue
Memphis, Tennessee

5. Linda DeWine
5201 Oak Ridge Avenue
Knoxville, Tennessee

6. James Dorland
Executive Director
NAPCAE
Washington, D.C.

7. James Drummond
Supervision of ABE
Memphis City Schools
Memphis, Tennessee

8. Luke Easter
Regional Supervisor
Adult Education
State Dept. of Education
Nashville, Tennessee

9. Jerry Graham
Morningside Drive
Selmer, Tennessee

10. Diane Hall
4896 Chandler Road
Hermitage, Tennessee

11. Nelda Harrell
1804 Tanager Lane
Knoxville, Tennessee

12. Edith Hurt
2921 N. Radford Road
Memphis, Tennessee

13. Hazel Parker, Supervisor
Adult Learning Centers
Memphis City Schools
Memphis, Tennessee

14. John Peters
Associate Professor
Continuing and Higher Education
University of Tennessee
Knoxville, Tennessee

15. Toni Powell
Associate Professor
Adult Education
Tennessee State University
Nashville, Tennessee

16. Robert Saunders, Dean
College of Education
Memphis State University
Memphis, Tennessee

17. Gary Simpson
Box 322
Englewood, Tennessee

18. Lynda Smith
2814 Belcourt
Nashville, Tennessee

Participants

The following persons attended the Supervisors' Conference at Memphis State University (includes staff and consultants):

1. George Alsobrooks
Houston County

2. Elinor Andrews
Clarksville

3. Ray Baker
Tennessee State Prison

4. Archer Bardes
Knox County

5. Luther Black
SDE, Arkansas

6. William Brooks
Tipton County

7. Alvin Brown
Fayette County

8. Ed Brown
SREB

9. Bernard Burgess
Marshall County

10. Charles Cummings
Memphis City

11. Linda DeWine
Knoxville

12. James Dorland
NAPCAE

13. James Drummond
Memphis City

14. Donnie Dutton
Memphis State

15. Elizabeth Dyer
Johnson County

16. Luke Easter
SDE

17. A. B. Foster
Washington County

18. Billy Glover
SDE

19. Jerry Graham
Selmer

20. Diane Hall
Hermitage

21. Walter Harbison
Morristown City

22. Nelda Harrell
Knoxville

23. John Helvey
Knox County

24. Charles Holt
SDE

25. Harold Howard
Carroll County

26. Jo Dean Humphreys
Marion County

27. Walter Jeffers
Rhea County

28. Jimmie Jordan
Shelby County

29. Charles Kerr
SDE

30. Lorraine Livingston
Greene County

31. Deotha Malone
Sumner County

32. Wanda Marshall
Chattanooga City

33. Marie Matheney
Benton County

34. Leo McGee
Tennessee State Univ.

35. Pearle McNabb
Cocke County

36. Hazel Parker
Memphis City

37. John Peters
UT, Knoxville

38. Clifford Phillips
Bristol Sullivan Tech.

39. Toni Powell
Tennessee State Univ.

40. John Price
Anderson County

41. Lucielle Reed
Hancock County

42. Carlton Robbins
Clarksville-Montgomery

43. Burgan Russell
Dyer County

44. Robert Saunders
Memphis State

45. John Seivers
Johnson City

46. Henry Selby
Roane County

47. Gary Simpson
Englewood

48. Margaret Smiley
Polk County

49. Cecil Smith
McMinn County

50. Joyce Smith
Hardeman County

51. Lynda Smith
Nashville

52. Allie Mae Stevens
Decatur County

53. James Suter
Robertson County

54. Joe Troop
Rutherford County

55. Joe Waggener
Williamson County

56. Roberta Warren
White County

57. Florence Weiland
Metro-Nashville

58. Blake Welch
Memphis-Shelby

59. Carl West
Kingsport, Tenn.

60. Lois White
Lincoln County

61. Don Willocks
Maryville City

62. Verda Wilson
Morgan County

63. Eugene Wright
Fentress County

Profile of Participants

Relative to the profile of the participants attending the Supervisors' Conference, it was found that:

1. The majority were males (73.5 per cent).
2. The majority were 35 years of age or older (97.1 per cent).
3. The majority were white (88.2 per cent).
4. The majority possessed a master's degree or above (70.6 per cent).
5. The majority possessed more than 3 academic years experience (76.5 per cent).
6. The majority possessed more than 10 years' teaching experience in public schools other than ABE (76.5 per cent).

Physical Facilities

Following is a list of the statements provided relative to the physical facilities, with comments listed under each statement made by the participants and the rating of each:[15]

1. Adequate space was provided for large group meetings. 4.6

   Comments:

   (a) Excellent facilities.

---

[15]The ratings were based on the following scale:

5=Strongly agree
4=Agree
3=Undecided
2=Disagree
1=Strongly Disagree

(b) We owe Dutton a thanks for this work on our conference.

(c) I like Memphis.

2. Adequate space was provided for small group meetings. 4.4

Comments: None.

Objectives

Following is a list of the statements provided relative to the objectives, followed by the rating of each and comments made by the participants.[16]

1. The objectives of the Conference were relevant to the needs of the participants. 4.4

Comments:

(a) Very beneficial.

(b) As far as State Department could go with reorganization.

2. The objectives of the Conference were clearly defined to the participants. 4.2

Comments: None.

3. The participants had an opportunity to contribute to the development of the content of the Conference. 4.1

Comments: None.

4. Adequate time was available for the objective to be realized. 4.1

Comments: None.

Program

Following is a list of the statements provided relative to the program, followed by the rating of each and

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[16]The ratings were based on the same scale as in Footnote 15.

comments made by the participants:[17]

1. The content of the Conference was relevant to my needs. 4.4

   Comments: None.

2. The program of the Conference was in line with stated objectives of the Institute. 4.2

   Comments: None.

3. Adequate lines of communication were established between staff and participants. 4.4

   Comments: None.

4. The content of the Conference was such that it answered questions that concerned me relative to my job. 4.4

   Comments: None.

5. As a result of the Conference, I feel that I will now be better able to perform my job more satisfactorily. 4.6

Strengths

The following strengths were listed by the participants attending the Supervisors' Conference:

1. Group sessions.
2. Timing and overall schedule.
3. The group facilitators were practitioneers in ABE class of the ideas they were imparting to us.
4. Adequate time.
5. Information gained concerning adult education in general and ABE specifically.
6. Good consultants.
7. Involvement of teachers.
8. Considered problems relative to the present needs.

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[17]The ratings were based on the same scale as in Footnote 15.

9. For those who are new in this,it was very informative.

10. Facilities good.

11. Speakers and consultants adequate.

12. Explanation of program, legal and otherwise. Mr. Kerr was very informative.

13. The purpose was dealt with adequately without waste of time.

14. Informative.

15. The thorough organization of the Conference. Some hard work must have gone into the program.

16. Well organized. Dutton always does an excellent job.

17. It's informative to discuss programs with ABE people across the state.

18. Well organized.

19. Interaction; passing of information.

20. Good planning.

21. Opportunities given for participants to communicate with peers and state staff members.

22. Facilities good; atmosphere professional but pleasant and ready!

23. Opportunities given for big city supervisors to meet and discuss.

24. Needs of supervisors adequately covered.

25. Inclusion of teachers.

26. Organization and presentation.

27. Sharing of problems.

28. Good consultants.

29. Close relationship between supervisors, state staff, and university personnel.

30. Interest of staff in attendees.

31. The organization of the program.

32. Organization.

33. Immediacy of the content to needs.

34. Exactness.

35. As a supervisor, this was my first institute. It will help me in my role as a supervisor.

36. State reorganization.

37. Pending Bills.

38. I think the greatest overall strength of the Conference was the way that it was organized.

39. Individual participation.

40. Small groups.

Weaknesses

The following weaknesses were listed by the participants attending the Supervisors' Conference:

1. One of the speakers was boring.

2. Parking (smile).

3. None.

4. The needs were identified but how to fill these needs was not given.

5. Distance.

6. Always lack of time.

7. If people are being paid to attend these conferences, they should attend all meetings. Sometimes this presents the wrong image.

8. Not enough information as to where State Department reorganization will help or hurt.

9. Temperature of the room.
10. There were none. It was tops!
11. All supervisors do not attend.
12. More time.
13. Lack of TV at the Towers; lounges need to be opened on floors where we stay. We didn't find out what Dutton knew; he probably has a lot of valuable information.
14. Too short.
15. Did not get to mix with all groups--small groups met only with their own regions each time. Not enough opportunity to get acquainted with others.

Overall rating

In assessing the overall effectiveness of the Supervisors' Conference, two measures were used. The first of these was the participants reaction to the statement: My overall rating for the Conference is very high, high, medium, low, very low. The mean score given to this statement was 4.5 out of a maximum possible of five.

The second assessment taken was the participants' reaction to the Conference as measured by the Kropp-Verner Scale. The ratings of the participants were analyzed, and the obtained weighted mean, according to values on the Kropp-Verner Scale, was 3.37. The most positive score possible is 1.13, and the most negative value is 10.89. A mean rating of 3.37 placed the overall rating between items four and five on the scale, which means that there were sixteen less favorable items below the mean rating but only four more favorable ones above.

The ratings were based on the following scale:

5=Very high
4=High
3=Medium
2=Low
1=Very low

CHAPTER VI

COMBINED EVALUATION OF INSTITUTES AND CONFERENCE

The purpose of this section will be to present the combined evaluation, item by item, of all three of the ABE Institutes--Guidance and Counseling, Materials, Reading--and the Supervisors' Conference. It will be divided into the following sections:

1. Profile of participants.
2. Physical facilities.
3. Objectives.
4. Program.
5. Overall rating.

Profile of Participants

Relative to the profile of the participants attending the three ABE Institutes and the Supervisors' Conference, it was found that:

1. The majority were females (54.5 per cent).
2. The majority were 35 years of age or older (76.0 per cent).
3. The majority were white (70 per cent).
4. The participants were about evenly divided in respect to whether they possessed a master's or bachelor's degree.
5. The majority possessed more than 1 year of experience in ABE (87.6 per cent).
6. The majority possessed more than 10 years' teaching experience in the public schools other than ABE (60.3 per cent).

Physical Facilities

Following is a list of the statements provided relative to physical facilities at the three ABE Institutes and the Supervisors' Conference and the rating of each:[19]

1. Adequate space was provided for large group meetings. 4.4
2. Adequate space was provided for small group sessions. 4.3

Objectives

Following is a list of the statements provided relative to the objectives of the three ABE Institutes and the Supervisors' Conference and the rating of each:[20]

1. The objectives of the Institute and Conference were relevant to the needs of the participants. 4.3
2. The objectives of the Institute and Conference were clearly defined to the participants. 4.2
3. The participants had an opportunity to contribute to the development of the content of the Institutes and Conference. 3.9
4. Adequate time was available for the objectives of the Institutes and Conference to be realized. 4.0

Program

Following is a list of the statements provided relative to the program at the three ABE Institutes and the Supervisors'

---

[19]The ratings were based on the following scale:

5=Strongly agree
4=Agree
3=Undecided
2=Disagree
1=Strongly disagree

[20]The ratings were based on the same scale as in Footnote 19.

Conference and the rating of each:[21]

1.	The content of the program was relevant to my needs.	4.2
2.	The program of the Institutes and Conference was in line with the stated objectives.	4.1
3.	Adequate lines of communication were established between staff and participants.	4.3
4.	The content of the Institutes and Conference was such that it answered questions that concerned me relative to my job.	4.2
5.	As a result of the Institutes and Conference, I feel that I will now be better able to perform my job.	4.3

Overall Rating

Two measures were taken in an attempt to measure the overall value ascribed to the three ABE Institutes and the Supervisors' Conference. The first of these was the participants' reaction to the statement: My overall rating for the Institute or Conference is very high, high, medium, low, or very low. The value was given to this item was 4.4 out of a maximum possible of five.[22]

The second assessment taken was the participants' reaction to the Institute or Conference as measured by the Kropp-Verner Scale. The ratings of the participants were analyzed, and the obtained weighted mean, according to values on the Kropp-Verner Scale, was 3.35. The most positive score possible is 1.13, and the most negative value is 10.89. A mean rating of 3.35 placed the overall rating of the Institutes

---

[21]The ratings were based on the same scale as in Footnote 19.

[22]The ratings were based on the following scale:

5=Very high
4=High
3=Medium
2=Low
1=Very low

and conference between items four and five on the scale, which means that there were sixteen less favorable items below the mean rating but only four more favorable ones above.

CHAPTER VII

SUMMARY AND SUPPLEMENTARY INFORMATION

Summary

It should be evident from a review of this document that the three ABE Institutes and the Supervisors' Conference were successful. While there were problems, the overwhelming success of the learning experiences makes those problems, in nature, appear minor.

Supplementary Information

Two other items of information were gathered on the evaluation forms that bear mentioning. One of these was whether the participants felt that additional institutes and conferences of this nature should be held in the future. ALL (100 per cent) participants said yes.

In addition to this, space was provided on the questionnaire for the participants to indicate subjects of concern to them that should be considered in formulating future programs. As for the Institutes, the participants listed twenty different topics. Those with more than passing interest were as follows:

1. Consumer education, with direct applicability to ABE (31 responses).
2. Guidance and counseling, including recruitment, retention, human relations, values of adults, etc. (20 responses).
3. Reading, including some emphasis on non-readers (19 resonses).
4. Materials, ABE and GED (15 responses).
5. Mathematics (12 responses).
6. Curriculum development (8 responses).

The remainder of the topics received from one to three responses each.

As for the Supervisors' Conference participants, in general they indicated that they desired a continuation of the kinds of things they had received in this Conference and the two previous ones; i.e., administrative concerns, budgeting, review of institutes, discussion of problems in small groups, and the like.

APPENDICES

APPENDIX A

PROGRAM FOR TENNESSEE ABE MATERIALS AND TEACHING INSTITUTE, June 18-29, 1973

Monday, June 18

8:30 - 8:35	WELCOME John Richardson
8:35 -10:00	REGISTRATION James McAlpin
10:00 - 10:30	BREAK
10:30 - 12:00	ORIENTATION Donnie Dutton and Billy Glover
12:00 - 1:15	LUNCH
1:15 - 2:30	EVALUATING MATERIALS Robert Geeslin
2:30 - 3:00	BREAK
3:00 - 4:30	EVALUATING MATERIALS Robert Geeslin
4:30 - 5:30	STAFF MEETING

Tuesday, June 19

8:30 - 10:00	SMALL GROUP SESSIONS ON EVALUATING MATERIALS Robert Geeslin
10:00 - 10:30	BREAK
10:30 - 12:00	EVALUATING MATERIALS Robert Geeslin
12:00 - 1:15	LUNCH
1:15 - 2:30	SMALL GROUP SESSIONS ON EVALUATING MATERIALS Robert Geeslin and Carol Geeslin

2:30 - 3:00	BREAK
3:00 - 4:30	SMALL GROUP SESSIONS Robert Geeslin
4:30 - 5:30	STAFF MEETING
7:00 - 9:00	SMALL GROUP SESSIONS Donnie Dutton

Wednesday, June 20

8:30 - 10:00	EVALUATING COMMERCIAL MATERIALS Robert Geeslin
10:00 - 10:30	BREAK
10:30 - 12:00	SMALL GROUP SESSIONS ON EVALUATING MATERIALS Robert Geeslin
12:00 - 1:15	LUNCH
1:15 - 2:30	CONSTRUCTING MATERIALS Carol Geeslin
2:30 - 3:00	BREAK
3:00 - 4:30	SMALL GROUP SESSIONS ON CONSTRUCTING MATERIALS Robert Geeslin
4:30 - 5:30	STAFF MEETING

Thursday, June 21

8:30 - 10:00	CONSTRUCTING MATERIALS Robert Geeslin
10:00 - 10:30	BREAK
10:30 - 12:00	SMALL GROUP SESSIONS ON CONSTRUCTING MATERIALS Carol Geeslin
12:00 - 1:15	LUNCH
1:15 - 2:30	CONSTRUCTING MATERIALS Robert Geeslin
2:30 - 3:00	BREAK

3:00 - 4:30	SMALL GROUP SESSIONS ON CONSTRUCTING MATERIALS Robert Geeslin
4:30 - 5:30	STAFF MEETING
7:00 - 9:00	SMALL GROUP SESSIONS Donnie Dutton

Friday, June 22

8:30 - 10:00	CONSTRUCTING MATERIALS
10:00 - 10:30	BREAK
10:30 - 12:00	SMALL GROUP SESSIONS ON CONSTRUCTING MATERIALS Robert Geeslin
12:00 - 1:15	LUNCH
1:15 - 2:30	SMALL GROUP SESSIONS Donnie Dutton
2:30 - 3:00	BREAK
3:00 - 4:30	SMALL GROUP SESSIONS Donnie Dutton
4:30 - 5:30	STAFF MEETING

Monday, June 25

8:30 - 10:00	CONSUMER EDUCATION ORIENTATION--RIGHTS AND RESPONSIBILITIES David DuBose and Ron Weir
10:00 - 10:30	BREAK
10:30 - 12:00	CONSUMER EDUCATION CURRICULUM FOLLOW-UP Jo Sullivan
12:00 - 1:15	LUNCH
1:15 - 2:30	CONSUMER EDUCATION CREDIT AND INSTALLMENT BUYING William Fisher

2:30 - 3:00	BREAK
3:00 - 4:30	CONSUMER EDUCATION CURRICULUM FOLLOW-UP H. F. Patterson
	Tuesday, June 26
8:30 - 10:00	CONSUMER EDUCATION HEALTH, EDUCATION AND WELL BEING Calvin Dickinson
10:00 - 10:30	BREAK
10:30 - 12:00	CONSUMER EDUCATION CURRICULUM FOLLOW-UP Jo Sullivan
12:00 - 1:15	LUNCH
1:15 - 2:30	CONSUMER EDUCATION LAW AND THE CONSUMER Crawford Lindsay
2:30 - 3:00	BREAK
3:00 - 4:30	CONSUMER EDUCATION CURRICULUM FOLLOW-UP H. F. Patterson
	CONSUMER EDUCATION EVALUATION Barbara Gilmer
7:00 - 9:00	SMALL GROUP SESSIONS Ron Thomas
	Wednesday, June 27
8:30 - 10:00	TEACHING SOCIAL STUDIES IN ABE Don Tubbs
10:00 - 10:30	BREAK
10:30 - 12:00	TEACHING SOCIAL STUDIES IN ABE Don Tubbs
12:00 - 1:15	LUNCH

1:15 - 2:30	FREE MATERIALS IN ABE Roger Carson
2:30 - 3:00	BREAK
3:00 - 4:30	TEACHING ABE Ed Brown
4:30 - 5:30	STAFF MEETING

Thursday, June 28

8:30 - 10:00	PROGRAMMED MATERIALS Hazel Parker
10:00 - 10:30	BREAK
10:30 - 12:00	PROGRAMMED MATERIALS Hazel Parker
12:00 - 1:30	LUNCH
1:30 - 2:30	TEACHING READING IN ABE Tom Rakes
2:30 - 3:00	BREAK
3:00 - 4:30	TEACHING READING IN ABE Tom Rakes
4:30 - 5:30	STAFF MEETING
7:00 - 9:00	SMALL GROUP SESSIONS Donnie Dutton

Friday, June 29

8:30 - 10:00	SMALL GROUP SESSIONS FOR REGIONAL PLANNING ACTIVITIES Charles Bates Luke Easter Billy Glover Charles Holt
10:00 - 10:30	BREAK
10:30 - 11:00	EVALUATION Donnie Dutton and Billy Glover

11:00 - 12:00	ADMINISTRATIVE WRAP-UP Donnie Dutton

APPENDIX B

THE UNIVERSITY OF TENNESSEE

ADULT BASIC EDUCATION

INSTITUTE

JULY 9 - 20, 1973

Monday, July 9	Room 139, Stokely Athletics Building
9:30 - 10:45	Registration
10:45 - 11:00	Break
11:00 - 12:00	Welcome Dean J. D. McComas Introduction and Overview of Institute Dr. J. M. Peters, Co-Director Mr. Charles Bates, Co-Director
12:00 - 1:30	Lunch
1:30 - 2:45	Overview of the Reading Process Dr. R. K. Leigh
2:45 - 3:00	Break
3:00 - 4:00	Introduction to "Good Ideas for Teaching" Dr. Leigh
Tuesday, July 10	Room 139
8:30 - 10:00	"Good Ideas for Teaching" Assessment, Word Attack, Vocabulary Comprehension, Study Skills Dr. Leigh
10:00 - 10:15	Break
10:15 - 12:00	"Good Ideas for Teaching" (cont.)
12:00 - 1:30	Lunch
1:30 - 4:00	Work Groups
Wednesday, July 11	Room 139
8:30 - 10:00	The Language Experience Approach Dr. Leigh
10:00 - 10:15	Break
10:15 - 12:00	Assessment of Reading Skills Dr. Leigh
12:00 - 1:30	Lunch
1:30 - 4:00	Work Groups

Thursday, July 12	Room 139
8:30 - 10:00	Word Attack Skills Dr. Leonard Breen
10:00 - 10:15	Break
10:15 - 12:00	Vocabulary Dr. Breen
12:00 - 1:30	Lunch
1:30 - 4:00	Work Groups
Friday, July 13	
8:30 - 10:00	Comprehension Dr. Breen
10:00 - 10:15	Break
10:15 - 12:00	Comprehension (cont.)
Monday, July 16	Room 139
8:30 - 10:00	Comprehension (cont.)
10:00 - 10:15	Break
10:15 - 12:00	Comprehension (cont.) Dr. Breen
12:00 - 1:30	Lunch
1:30 - 4:00	Work Groups
Tuesday, July 17	Room 139
8:30 - 10:00	Materials for Teaching Reading Dr. T. Rakes
10:00 - 10:15	Break
10:15 - 12:00	Materials for Teaching Reading (cont.)
12:00 - 1:30	Lunch
1:30 - 4:00	Work Groups
Wednesday, July 18	Room 139
8:30 - 10:00	Consumer Education Ms. Barbara Gilmore and others
10:00 - 10:15	Break
10:15 - 12:00	Consumer Education (cont.)
12:00 - 1:30	Lunch
1:30 - 2:45	Consumer Education (cont.)
2:45 - 3:00	Break
3:00 - 4:00	Consumer Education (cont.)

Thursday, July 19	Room 139
8:30 - 10:00	Mathematics Mr. Jerry Barker
10:00 - 10:15	Break
10:15 - 12:00	Mathematics (cont.)
12:00 - 1:30	Lunch
1:30 - 4:00	Work Groups

Friday, July 20	Room 139
8:30 - 10:00	Reading and the ABE Curriculum Dr. Breen
10:00 - 10:15	Break
10:15 - 12:00	Summary and Wrap-Up
12:00 - 1:30	Institute Luncheon (optional)
1:30 -	HOMEWARD BOUND

APPENDIX C

PROGRAM FOR GUIDANCE AND COUNSELING INSTITUTE

TENNESSEE STATE UNIVERSITY, JULY 16-27, 1973

General Objective: #1

Participants will gain insight into the ABE teacher/student relationships and the various ways this relationship may be perceived.

Specific Objective: A

The participants will become more aware of their own feelings and attitudes toward self and others.

Monday - July 16	Women's Building, Room 310
8:00 - 9:00	Registration
9:00 - 10:00	Get Acquainted Session
	Welcome: Charles Kerr James E. Farrell
10:00 - 10:15	Overview of Program
10:15 - 11:30	Visual Exercise
11:30 - 1:00	LUNCH
1:00 - 4:00	Implementation of Objective A Dave Stewart (Consultant)
Tuesday - July 17	
8:00 - 11:30	Implementation of Objective A Dave Stewart (Consultant)
11:30 - 1:00	LUNCH
1:00 - 4:00	Implementation of Objective A Dave Stewart (Consultant)

Wednesday, July 18

Specific Objective:B

Participants will deal with the effect which attitudes and feelings have on the teaching/learning process.

Wednesday - July 18

8:00 - 8:30	Participants will break into three 10-man groups (L-groups) and meet with group facilitator
8:30 - 11:30	Implementation of Objective B - Ken Smith (Consultant)
11:30 - 1:00	LUNCH
1:00 - 3:30	Implementation of Objective B - Ken Smith (Consultant)
3:30 - 4:00	Gripe Session (Feedback by participants to staff on workshop)
7:00 - 9:00	Skills in teaching G.E.D. Preparation -Ron Thomas (Consultant)

CONSUMER EDUCATION

Thursday, July 19

8:00 - 11:30	Rights and Responsibilities - Barbara Gilmer (Consultant)
11:30 - 1:00	LUNCH
1:00 - 4:00	Credit and Installment Buying - Barbara Gilmer (Consultant)

CONSUMER EDUCATION

Friday - July 20

8:00 - 11:00	Legal Aspects of Consumer Education - Crawford Lindsay (Consultant)
11:00 - 11:30	Reactions and feedback from participants
11:30	Participants free for week-end

Monday, July 23

General Objective #2

Participants will apply the concept of empathy to the teaching/learning process.

8:00 - 11:30	Implementation of Objective #2 Gerry Hanberry (Consultant)
11:30 - 1:00	LUNCH
1:00 - 4:00	Implementation of Objective #2 Gerry Hanberry (Consultant)

Tuesday, July 24

8:00 - 11:30	Implementation of Objective #2 Gerry Hanberry (Consultant)
11:30 - 1:00	LUNCH
1:00 - 4:00	Implementation of Objective #2 Gerry Hanberry (Consultant)

Wednesday, July 25

8:00 - 11:30	Teaching Reading in ABE Leonard Breen (Consultant)
11:30 - 1:00	LUNCH
1:00 - 3:30	Teaching reading in ABE
3:30 - 4:00	Gripe Session

Thursday, July 26

8:00 - 11:30	Teaching Social Studies in ABE Don Tubbs (Consultant)
11:30 - 1:00	LUNCH
1:00 - 4:00	Teaching Social Studies in ABE Don Tubbs (Consultant)

Friday, July 27

General Objective #3

Participants will develop guidelines and criteria for the implementation of a successful guidance and counseling program for adults.

8:00 - 11:30	L-groups will work on reports
11:30 - 1:00	LUNCHEON and awarding of certificates.

APPENDIX D

PROGRAM FOR ABE SUPERVISORS' CONFERENCE

MEMPHIS STATE UNIVERSITY, AUGUST 1-3, 1973

Wednesday Afternoon, August 1, 1973: Billy Glover Presiding

1:00 - 1:05	WELCOME Robert Saunders
1:05 - 1:10	ADMINISTRATIVE CONCERNS Donnie Dutton
1:10 - 2:30	PHILOSOPHY, GOALS, AND FUTURE LEGISLATION James Dorland
2:30 - 3:00	BREAK
3:00 - 4:30	GROUP MEETINGS Luke Easter Billy Glover Charles Holt
4:30 - 5:30	STAFF MEETING Donnie Dutton
7:00 - 9:00	INDIVIDUAL OR SMALL GROUP CONSULTATIONS WITH STATE STAFF AND CONSULTANTS Billy Glover

Thursday Morning, August 2, 1973: Luke Easter Presiding

8:30 - 9:00	FUNCTIONS AND RESPONSIBILITIES OF LOCAL SUPERVISORS Luther Black
9:00 - 10:00	GROUP MEETINGS Luke Easter Billy Glover Charles Holt
10:00 - 10:30	BREAK
10:30 - 12:00	GROUP MEETINGS Luke Easter Billy Glover Charles Holt
12:00 - 1:30	LUNCH

Thursday Afternoon, August 2, 1973: Charles Holt Presiding

1:30 - 2:30	OVERVIEW OF SUMMER ABE INSTITUTES Donnie Dutton Nelda Harrell Toni Powell
2:30 - 3:00	BREAK
3:00 - 4:30	GROUP MEETINGS Charles Holt Jerry Graham James Drummond Linda DeWine Luke Easter Nelda Harrell Gary Simpson Robert Colston Billy Glover Lynda Smith Elinor Andrews Diane Hall Charles Kerr: Big City Hazel Parker
4:30 - 5:30	STAFF MEETING Donnie Dutton
7:00 - 9:00	INDIVIDUAL OR SMALL GROUP CONSULTATIONS WITH STATE STAFF AND CONSULTANTS

Friday Morning, August 3, 1973: Charles Kerr Presiding

8:30 - 9:30	SREB PROJECT Edward Brown
9:30 - 10:00	PROFESSIONAL ADULT EDUCATION ASSOCIATIONS Charles Cummings John Peters
10:00 - 10:30	BREAK
10:30 - 12:00	OPERATION OF STATE PROGRAM Charles Kerr
12:00 - 12:15	EVALUATION AND ADJOURNMENT

APPENDIX E

MEMPHIS STATE UNIVERSITY
AND
TENNESSEE STATE DEPARTMENT OF EDUCATION
ABE MATERIALS INSTITUTE

PERSONAL DATA

1. SEX

   _____Male

   _____Female

2. AGE

   _____Less than 35

   _____35 and over

3. RACE

   _____White

   _____Non White

4. DEGREE PRESENTLY HELD

   _____Less than Bachelor's

   _____Bachelor's

   _____Master's

   _____Specialist

5. ACTUAL TEACHING EXPERIENCE IN ABE

   _____Less than 1 academic year

   _____1-3 academic years

   _____More than 3 academic years

   _____Not applicable

6. NUMBER OF YEARS EXPERIENCE IN PUBLIC SCHOOLS OTHER THAN ABE

_____Less than 2 years

_____2-10 years

_____More than 10 years

7. HAS YOUR EXPERIENCE, AS LISTED IN ITEM 6, BEEN PRIMARILY IN

_____Elementary education

_____Secondary education

_____Other (Specify) _____

8. PRESENT ABE EMPLOYMENT

_____Full-time

_____Part-time

9. PLACE OF EMPLOYMENT

_____West Tennessee (Glover)

_____Middle Tennessee (Easter & Holt)

_____East Tennessee (Bates)

****

Following are some statements with which you may agree or disagree. There are no correct or incorrect answers so feel free to express your feelings. Please give us you own opinion about these items by circling the answer that best describes how you feel. Also, a blank is provided after each statement for any written comments that you may care to make.

_____

_____

PHYSICAL FACILITIES

10. ADEQUATE SPACE WAS PROVIDED FOR LARGE GROUP MEETINGS.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

Comments: _____

_____

11. ADEQUATE SPACE WAS PROVIDED FOR SMALL GROUP DISCUSSIONS.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

COMMENTS: _____

_____

OBJECTIVES

12. THE OBJECTIVES OF THE INSTITUTE WERE RELEVANT TO THE NEEDS OF THE PARTICIPANTS.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

Comments: _____

_____

13. THE OBJECTIVES OF THE INSTITUTE WERE CLEARLY DEFINED TO THE PARTICIPANTS.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

Comments: _____

_____

14. THE PARTICIPANTS HAD AN OPPORTUNITY TO CONTRIBUTE TO THE DEVELOPMENT OF THE CONTENT OF THE INSTITUTE.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

Comments: _____

_____

15. ADEQUATE TIME WAS AVAILABLE FOR THE OBJECTIVES OF THE INSTITUTE TO BE REALIZED.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

Comments: _____

_____

PROGRAM

16. THE CONTENT OF THE INSTITUTE WAS RELEVANT TO MY NEEDS.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

Comments: _____

_____

17. THE PROGRAM OF THE INSTITUTE WAS IN LINE WITH THE STATED OBJECTIVES OF THE INSTITUTE.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

Comments: _____

_____

18. ADEQUATE LINES OF COMMUNICATION WERE ESTABLISHED BETWEEN STAFF AND PARTICIPANTS.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

Comments: _____

_____

19. THE CONTENT OF THE INSTITUTE WAS SUCH THAT IT ANSWERED QUESTIONS THAT CONCERNED ME RELATIVE TO MY JOB.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

Comments: _____

_____

20. AS A RESULT OF THE INSTITUTE, I FEEL THAT I WILL NOW BE BETTER ABLE TO PERFORM MY JOB MORE SATISFACTORILY.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

Comments: _____

_____

21. MY OVERALL RATING FOR THE INSTITUTE IS:

Very High	High	Medium	Low	Very Low

Comments: _____

_____

****

Please complete the following items:

22. Identify the greatest overall strengths of the Institute.

_____

_____

_____

_____

23. Identify the greatest overall weaknesses of the Institute.

_____

_____

_____

_____

24. Do you favor additional Institutes of this type?

Yes _____

No _____

25. If you answered Item 25 yes, please indicate some of the topics that you feel would need to be covered.

_____

_____

KROPP-VERNER EVALUATION SCALE*

Please follow directions carefully: Read all twenty of the following statements. Check as many statements as necessary to describe your reaction to the Institute.

1. _____It was one of the most rewarding experiences I have ever had.
2. _____Exactly what I wanted.
3. _____I hope we can have another one in the near future.
4. _____It provided the kind of experience that I can apply to my own situation.
5. _____It helped me personally.
6. _____It solved some problems for me.
7. _____I think it served its purpose.
8. _____It had some merits.
9. _____It was fair.
10. _____It was neither very good nor very poor.
11. _____I was mildly disappointed.
12. _____It was not exactly what I needed.
13. _____It was too general.
14. _____I am not taking any new ideas away.
15. _____It didn't hold my interest.
16. _____It was much too superficial.
17. _____I leave dissatisfied.
18. _____It was very poorly planned.
19. _____I didn't learn a thing.
20. _____It was a complete waste of time.

*Russell Kropp and Coolier Verner.

(If you wish, add any comments on reverse side of this page.)